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ABSTRACT

As part of the career development curriculum materials for Michigan schools, this packet contains six sample student assessment test booklets. One of the test booklets provided is for grade 4; two are for grade 7; three are for grade 10. The booklets assess students' progress in meeting the state's essential performance objectives for career development. These objectives are grouped into four areas: self-awareness and assessment, career awareness and exploration, career decision making, and career planning and placement. These objectives, listed by grade level, are provided for the teacher on a pull-out sheet in each test booklet. The tests cover the performance objectives with questions to stimulate self-examination and problem solving. Some questions present mini case studies. The test booklet for grade 4 has 70 multiple-choice questions. Two test booklets are provided for grade 7. One booklet consists of 80 multiple-choice questions, while the other is an alternative version containing 17 checklist and short essay items. For grade 10, three versions of the tests are provided. One booklet consists of 58 multiple-choice items; one contains 80 multiple-choice items; the third consists of 26 checklist and short essay questions. Answer keys are provided for each test booklet. (KC)

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ED239036

MICHIGAN EDUCATIONAL ASSESSMENT PROGRAM
STUDENT ASSESSMENT BOOKLETS FOR CAREER DEVELOPMENT

Test Number 31, Grade 4
Test Number 61, Grade 7
Test Number 62, Grade 7

Test Number 91, Grade 10
Test Number 92, Grade 10
Test Number 93, Grade 10

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MICHIGAN STATE BOARD OF EDUCATION

FALL 1983

Test Number 31

STUDENT ASSESSMENT BOOKLET

GRADE 4

CAREER DEVELOPMENT

Michigan Educational Assessment Program

FALL 1983

Michigan State Board of Education

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CFD37314

DIRECTIONS

In this test you will show how you are doing in some skills important in career development. Be sure you understand all the directions before you begin. You will have as much time as you need to finish the test. If you are not sure about the answer to a question, do your best.

You will be marking your answers on Side 2 of the same answer sheet as for the reading and math tests. Mark only one answer for each item. If you change an answer, be sure to erase the first mark completely. Now look at the sample item below:

Sample Item 1: Which of these cities is the capital of Michigan?

A. Ann Arbor
B. Flint
C. Kalamazoo
D. Lansing

Answer

Sample Item 1. Ⓐ Ⓑ Ⓒ ●

Since Lansing is the capital of Michigan, you would have marked space D because the letter in front of Lansing is D.

Remember, only one answer should be marked for each question. If you change your answer, erase your first answer completely. Make a dark mark that fills the space. Use a pencil, do not use a ballpoint pen.

When you are sure that you understand the directions, you may begin the test. Your teacher will collect the test when you are finished.

CAREER DEVELOPMENT OBJECTIVES TO BE TESTED
Grade 4

COMPONENT #1: SELF AWARENESS AND ASSESSMENT (Who Am I Now?)

3-1.1.7 identify some things that s/he is learning to do now that s/he was not able to do before

3-1.2.1 name some things about herself/himself that s/he would like to improve

3-1.2.4 examine those attitudes and work habits that enable one to succeed, and determine what s/he will do to attain these traits

3-1.3.1 identify behaviors that enable one to get along with others

3-1.3.2 identify behaviors that create problems in relationships

COMPONENT #2: CAREER AWARENESS AND EXPLORATION (What Can I Become?)

3-2.1.1 identify tasks performed by people in the job

3-2.1.2 identify where people perform the job

3-2.2.1 examine non-traditional as well as traditional roles that men and women have in home, work, community, and leisure settings

3-2.3.2 describe what the consequences could be when s/he does/does not perform these jobs

3-2.4.1 name a variety of career exploration activities in which s/he has participated

COMPONENT #3: CAREER DECISION MAKING (How Do I Decide What To Become?)

3-3.1.1 recognize a variety of decisions s/he makes on her/his own at home, in school, and with friends

3-3.2.1 identify responsibilities that accompany the decision

3-3.2.2 describe what the consequences are when these responsibilities are not met

3-3.3.1 indicate important factors to consider in making the decision (including personal and external factors)

COMPONENT #4: CAREER PLANNING AND PLACEMENT (How Do I Get There?)

3-4.1.1 identify the problem clearly

3-4.1.2 name people who could help with the problem

3-4.1.3 describe a solution to solve the problem

3-4.2.1 name a goal s/he has for herself/himself

3-4.6.1 develop an awareness of how attitude and attendance habits are being learned that will carry over to her/his success in school

DATE 08/24/83 MICHIGAN EDUCATIONAL ASSESSMENT PROGRAM GRADE:
SAMPLE ITEMS TEST FORM BLUEPRINT SUBJECT: CAREER ITEMS FORM 31
$ CORRECT ANSWER = C OR D ORDER: SKILL
* CORRECT ANSWER = A OR B
BLANK THERE IS NO CORRECT ANSWER

	SKILL/OBJECTIVE TITLE & OBJECTIVE CODE	ITEM	CORR RESP	ITEM	CORR RESP	ITEM	CORR RESP
01 SELF AWARENESS & ASSESSMENT							
01	1.2.1 NAME SOME THINGS TO IMPROVE	029		030			
02	1.2.4 EXAMINE WORK ATTITUDES & HABITS	065	B	066	C	067	A
03	1.3.1/2 IDENTIFY INTERPERSONAL BEHAVIORS	034	C	035	B	036	C
02 CAREER AWARENESS & EXPLORATION							
04	2.1.1 IDENTIFY TASKS OF PEOPLE IN JOBS	010	D	011	A	012	B
		013	D	014	B	015	C
05	2.1.2 IDENTIFY WHERE JOBS ARE PERFORMED	007	D	008	B	009	C
06	2.2.1A RECOGNIZE SEX ROLE STEREOTYPES	016	B	017	A	018	B
		019	B	020	A	021	A
		022	B	023	A	024	B
		025	A				
07	2.2.1B AVOID SEX ROLE STEREOTYPES	046	C	047	C	048	C
		049	C	050	C	051	C
		052	C	053	C	054	C
		055	C				
08	2.3.2 KNOW EFFECTS WHEN JOB NOT DONE	037	B	038	C	039	B
09	2.4.1 NAME CAREER EXPLORATION COMPLETED	001	A	002	A	003	A
		004	A	005	A	006	A
03 CAREER DECISION MAKING							
10	3.1.1 RECOGNIZE DECISIONS STUDENT MAKES	031	A	032	A	033	A
11	3.2.1 IDENTIFY RESPONSIBILITIES	040	C	041	D	042	A
12	3.2.2 DESCRIBE CONSEQUENCES	062	C	063	A	064	D
13	3.3.1 INDICATE FACTORS TO CONSIDER	068	C	069	A	070	C
04 CAREER PLANNING & PLACEMENT							
14	4.1.1 IDENTIFY THE PROBLEM CLEARLY	056	B	058	B	060	B
15	4.1.3 DESCRIBE SOLUTION TO PROBLEM	057	D	059	A	061	C
16	4.2.2 DESCRIBE STEPS TO REACH A GOAL	026	B	027	D	028	A
17	4.6.1 WORK HABITS THAT LEAD TO SUCCESS	043	B	044	B	045	C

OBJECTIVE CODE: 3-2.4.1

DIRECTIONS: Which of the following have you done to learn about what people do in their jobs? Mark your answer on the answer sheet.

1. I watched a worker while she was doing her job.

   A. Yes B. No

2. I went on a field trip to learn about different kinds of workers.

   A. Yes B. No

3. A worker came to my school to tell about his job.

   A. Yes B. No

4. I talked with my parents about their jobs.

   A. Yes B. No

5. In class we have played the roles of different workers.

   A. Yes B. No

6. I have seen movies or slides which showed what people do on their jobs.

   A. Yes B. No

OBJECTIVE CODE: 3-2.1.2

DIRECTIONS: Answer the following questions.

7. In which job does the person work <u>outdoors</u>?

   A. Custodian
   B. Personnel Director
   C. Motel Clerk
   D. Mail Carrier

8. In which job does the person work in a <u>factory</u>?

   A. Flight Dispatcher
   B. Assembly Line Worker
   C. Lumberjack
   D. Bus Boy

9. In which job must the person work in a <u>medical building</u>?

   A. Reporter
   B. Electrician
   C. Surgeon
   D. Steward

DIRECTIONS: Which is the MOST important task for each worker? Mark the letter of the best answer.

10. Flight Attendant

A. reads maps for the pilot

B. guides airplanes to runways

C. loads baggage on airplane

D. makes passengers comfortable

11. Mechanic

A. repairs things

B. drives a tractor

C. sells used cars

D. invents machines

12. Meteorologist

A. helps people with problems

B. studies and reports on weather

C. gives special treatments to patients

D. gives news on TV

13. Paramedic

A. operates on patients

B. sells medicine

C. takes X-rays

D. gives first-aid

14. Publisher

A. writes news stories

B. prints and sells books

C. manages a bookstore

D. makes drawings for book covers

15. Chef

A. in charge of police force

B. sells things for the kitchen

C. plans and cooks meals

D. runs a restaurant

DIRECTIONS: Some jobs or activities are done mostly by women. Some are done mostly by men. Some are done equally by men and women. Mark the letter for who you think usually does each of the following jobs.

16. Auto Mechanic

A. Mostly by women
B. Mostly by men
C. Both women & men

17. Beautician

A. Mostly by women
B. Mostly by men
C. Both women & men

18. Coach

A. Mostly by women
B. Mostly by men
C. Both women & men

19. Dentist

A. Mostly by women
B. Mostly by men
C. Both women & men

20. Nurse

A. Mostly by women
B. Mostly by men
C. Both women & men

21. Secretary

A. Mostly by women
B. Mostly by men
C. Both women & men

22. House Repair

A. Mostly by women
B. Mostly by men
C. Both women & men

23. Ironing Clothes

A. Mostly by women
B. Mostly by men
C. Both women & men

24. Lawnmowing

A. Mostly by women
B. Mostly by men
C. Both women & men

25. Sewing

A. Mostly by women
B. Mostly by men
C. Both women & men

DIRECTIONS: Answer the following questions.

Pretend that the teacher has asked the class to tell stories about what people do on their jobs. You have decided to tell a story about police officers.

26. Which of the following should you do FIRST?

A. Talk with the people who can tell you what you need to find out.

B. Think about the kind of story you want to tell.

C. Make a story.

D. Make a plan of how you will find out about police officers.

27. Which of the following should you do SECOND?

A. Talk with the people who can tell you what you need to find out.

B. Think about the kind of story you want to tell.

C. Make a story.

D. Make a plan of how you will find out about police officers.

28. Which of the following should you do THIRD?

A. Talk with the people who can tell you what you need to find out.

B. Think about the kind of story you want to tell.

C. Make a story.

D. Make a plan of how you will find out about police officers.

OBJECTIVE CODE: 3-1.2.1

29. Which of the following would you like MOST to do better?

A. Jobs at home such as cleaning or cooking
B. A sport such as soccer or rollerskating
C. Music or Art such as piano or drawing
D. School subjects such as math or writing

30. Which of the following would you like MOST to improve?

A. Making friends
B. The way I behave
C. The way I look
D. Doing things on my own

OBJECTIVE CODE: 3-3.1.1

DIRECTIONS: There are many decisions that you make for yourself. There are many that other people make for you. For each question below, mark the answer to show who makes the decision.

31. Who decides how hard you work on your school assignments?

A. I decide myself.
B. Someone else decides for me.
C. I am not sure who decides.

32. Who decides what clothes you will wear to school?

A. I decide myself.
B. Someone else decides for me.
C. I am not sure who decides.

33. When you have an argument with your friend, who decides to try to make up first?

A. I decide myself.
B. Someone else decides for me.
C. I am not sure who decides.

OBJECTIVE CODE: 3-1.3.1, 1.3.2

DIRECTIONS: Choose the best ending for each of the following statements.

34. I am being a <u>helpful</u> friend if I

A. do my friends' homework for them.
B. let my friends copy my answers on a test.
C. walk home with a friend who is afraid.
D. tell lies to keep a friend out of trouble.

35. I will <u>hurt</u> my friend most if I

A. always tell my friend the truth.
B. break my promises to my friend.
C. get angry at my friend sometimes.
D. listen to how my friend feels.

36. Even if it is hard to do, it <u>helps</u> my friend if I

A. do everything the way my friend wants.
B. keep silent about the way I feel.
C. tell my friend if he or she did something that hurt me.
D. tell the teacher if my friend did something wrong.

OBJECTIVE CODE: 3-2.3.2

37. Your job at home is to shovel the sidewalk when it snows. Why is it important for you to do the job?

A. The people who use the sidewalk will be happy.
B. The sidewalk will be safe for people to walk on.
C. You will get scolded if you don't do your job.
D. It makes the job harder if you don't shovel right away.

38. The teacher gives you the job of cleaning the blackboards. Why is it important for you to do the job?

A. A clean blackboard looks nice.

B. The teacher will be pleased.

C. The blackboards will be ready to be used.

D. You will have more time to play.

39. Why is it important for you to do your homework?

A. So the teacher will not get angry.

B. So that you can learn more.

C. So that you can get a better grade.

D. So that your parents will be happy.

OBJECTIVE CODE: 3-3.2.1

40. Jason decides to take guitar lessons. What is the MOST important thing for him to do?

A. Polish the guitar every week.

B. Learn to sing the songs he plays.

C. Practice regularly.

D. Buy a good guitar.

41. Ronald decides to be in a play at school. What is the MOST important thing for him to do?

A. Let his teacher know when he has to report for rehearsals.

B. Learn the parts of all the players.

C. Practice in front of his family.

D. Learn his part of the play.

42. Jessica decides to have Diane spend the night. What is the MOST important thing for Jessica to do?

A. Make sure Diane is comfortable and happy.

B. Let Diane decide what games they will play together.

C. Check to see if Diane has a sleeping bag.

D. Make sure they are asleep by 10:00 p.m.

OBJECTIVE CODE: 3-4.6.1

43. Steve has to take a three week trip with his parents during the school year. Which is the BEST way for him to keep up with his school work?

A. Have his friend help him with his school work.

B. Have his teacher give him his school work before he leaves.

C. Visit a library during the trip to do his school work.

D. Make up his school work when he returns.

44. At home, Carmen helps her parents, watches her younger brother and does her share of the chores. How do you think Carmen would be in school?

A. Carmen gets the best grades in her class.

B. Carmen works well with others in school.

C. Carmen does not have many friends.

D. Carmen does not have time for her homework.

45. Jerry finished his book report early but it was sloppy. He is trying to decide if he should copy it over neatly. Which is the MOST important reason to copy it over neatly?

A. So his classmates will not make fun of him.

B. So his teacher will like him more.

C. So he can feel good and proud of his book report.

D. He should not copy it over because it is good enough.

DIRECTIONS: Which of the following jobs or activities CAN be done by women? Which CAN be done by men? Which CAN be done by both? Select an answer for each and mark it on the answer sheet.

46. Carpenter

A. Women
B. Men
C. Both

47. Child Care Worker

A. Women
B. Men
C. Both

48. Engineer

A. Women
B. Men
C. Both

49. Fashion Model

A. Women
B. Men
C. Both

50. Librarian

A. Women
B. Men
C. Both

51. Police Officer

A. Women
B. Men
C. Both

52. Cooking

A. Women
B. Men
C. Both

53. Cleaning the house

A. Women
B. Men
C. Both

54. Fixing the roof

A. Women
B. Men
C. Both

55. Hunting

A. Women
B. Men
C. Both

DIRECTIONS: Read each story carefully. Answer the questions that follow.

> Carlos cannot find his math book. He thinks it is in the classroom. He is afraid to tell the teacher because she might get angry and keep him in from recess or call his parents.

56. What happened which caused Carlos' problem?

A. His teacher called his parents.
B. He lost his book.
C. His teacher was upset.
D. He will miss recess.

57. The BEST way for Carlos to solve the problem is

A. tell his parents that somebody stole his book.
B. tell his teacher he is sorry.
C. borrow his friend's book.
D. search for the missing book.

> Jane and her mother went to a new shopping mall in town. The mall was very crowded and Jane got separated from her mother.

58. What is Jane's problem?

A. The mall is too crowded.
B. She doesn't know where her mother is.
C. She is alone and afraid.
D. She is afraid strangers may harm her.

59. The BEST way for Jane to solve the problem is

A. ask the mall security guard to help her find her mother.
B. go to a place that is not crowded.
C. go to all the stores to look for her mother.
D. call her family.

> Eric did not do his homework last night. He told his teacher he could not do it because his dog chewed it up. She did not believe him and called his mother who said Eric did not have a dog.

60. What caused Eric's problem?

A. Eric's mom found out he lied.
B. Eric did not do his homework.
C. Eric is a poor student.
D. Eric does not have a dog.

61. What would be the BEST thing for Eric to do?

A. Promise to do all the assignments on time from now on.
B. Explain it to his mother and have her talk to the teacher.
C. Apologize to his teacher and get the homework done.
D. Think of an explanation about why he made up the story.

OBJECTIVE CODE: 3-3.2.2

DIRECTIONS: Select the best answer to each of the following questions.

62. Tom took the job of feeding the family dog. If Tom does not do his job, what is MOST LIKELY to happen?

A. Tom will have more time to play.

B. Tom's mom will feed the dog.

C. The dog will go hungry.

D. His parents will give the dog away.

63. Jackie watched TV last night instead of doing her homework. What is MOST LIKELY to happen?

A. Jackie will not be ready when the teacher asks for her paper.

B. The teacher will be upset with Jackie.

C. Jackie's parents will not let her watch TV the rest of the week.

D. Jackie will get into the habit of watching TV every night.

64. Richard told his mother that he would walk his little sister home from school. Richard walked home with his friends. What is MOST LIKELY to happen?

A. The principal will bring his sister home.

B. It won't matter because Richard's sister can find her own way home.

C. Richard will not get his allowance.

D. His little sister will be left at school alone.

OBJECTIVE CODE: 3-1.2.4

DIRECTIONS: Read each question carefully and mark the letter of the one answer which will NOT help to do each task.

65. You have been asked to do the dinner dishes at home. Which one of the following will NOT help you do the job?

A. Keep working until you are finished.

B. Watching TV while doing the job.

C. Start the job right after dinner.

D. Keep your mind on the job.

66. You have a pet gerbil. It is your job to take care of it. Which of the following will NOT help you do the job?

A. Be gentle when you play with it.

B. Feed it each day at the same time.

C. Feed it when you remember to.

D. Make sure the cage stays clean.

67. Pretend that the teacher put you in a group of four students to do a job. Which one of the following would NOT help you do the job?

A. Telling others to do it your way.

B. Making sure everyone has a turn to speak.

C. Listening to the ideas of others.

D. Telling someone if you think they did a good job.

OBJECTIVE CODE: 3-3.3.1

68. Susan is trying to decide about taking piano lessons. Which of the following is LEAST important for Susan to think about?

A. If her family can afford the lessons.

B. If she has time to practice.

C. If she can read music.

D. If she likes piano music.

69. Sam has to write a report about an animal. He is having trouble deciding what animal to write about. Which of the following is LEAST important for Sam to think about?

A. If he has ever seen the animal in real life.

B. Whether he can find more information about that animal.

C. If he is really interested in learning more about the animal.

D. Whether he thinks he can write an interesting report on the animal.

70. Pam has been invited to her friend's birthday party. She does not know what to buy for a gift. Which of the following is LEAST important for Pam to think about when she chooses a gift?

A. How much money she can spend on the gift.

B. If her friend already has the gift.

C. If Pam owns what she is thinking of buying.

D. What kind of things her friend likes.

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Test Number 61

STUDENT ASSESSMENT BOOKLET

GRADE 7

CAREER DEVELOPMENT

Michigan Educational Assessment Program

Michigan State Board of Education

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DIRECTIONS

The purpose of this test is to find out what you have thought about, or have learned, that will help you to make a good career choice for yourself when you are older. On some of the items, there are no right or wrong answers. Simply answer what is true for you.

Be sure you understand all the directions before you begin. You will have as much time as you need to finish the test. If you are not sure about the answer to a question, do your best.

You will be marking your answers on Side 2 of the same answer sheet as for the reading and math tests. Mark only one answer for each item. If you change an answer, be sure to erase the first mark completely. Now look at the sample item below:

Sample Item 1: Which of these cities is the capital of Michigan?

A. Ann Arbor

B. Flint

C. Kalamazoo

D. Lansing

Answer

Sample Item 1. Ⓐ Ⓑ Ⓒ ●

Since Lansing is the capital of Michigan, you would have marked space D because the letter in front of Lansing is D.

Remember, only <u>one</u> answer should be marked for each question. If you change your answer, erase your first answer completely. Make a dark mark that fills the space. Use a pencil, do not use a ballpoint pen.

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CAREER DEVELOPMENT OBJECTIVES TO BE TESTED
Grade 7

COMPONENT #1: SELF AWARENESS AND ASSESSMENT (Who Am I Now?)

6-1.2.4 examine those attitudes and work habits that enable one to succeed, and determine what s/he will do to attain these traits

6-1.3.1 identify behaviors that enable one to get along with others and indicate which of these characterize her/him

6-1.3.2 identify behaviors that create problems in relationships and identify improvements s/he can make in her/himself

COMPONENT #2: CAREER AWARENESS AND EXPLORATION (What Can I Become?)

6-2.1.2 identify tasks performed by people in the occupation

6-2.1.4 identify skills required of people in the occupation

6-2.1.6 identify occupations in the same career field

6-2.2.1 identify non-traditional as well as traditional roles that men and women have in home, work, community, and leisure settings

6-2.4.1 name a variety of career exploration activities in which s/he has participated

6-2.5.1 identify people who can help her/him learn about careers

6-2.5.3 identify other sources of career information that are available

COMPONENT #3: CAREER DECISION MAKING (How Do I Decide What To Become?)

6-3.1.1 recognize a variety of decisions s/he makes on her/his own at home, in school, and with friends

6-3.2.1 identify responsibilities that accompany the decision

6-3.2.2 describe what the consequences are when these responsibilities are not met

6-3.3.1 indicate inportant factors to consider in making the decision (including personal and external factors)

COMPONENT #4: CAREER PLANNING AND PLACEMENT (How Do I Get There?)

6-4.1.1 identify the problem clearly

6-4.1.3 describe a plan to solve the problem

6-4.6.1 develop an awareness of how attendance habits and attitudes are being learned that will carry over to her/his success in school

DATE 08/24/83 MICHIGAN EDUCATIONAL ASSESSMENT PROGRAM GRADE: 7
SAMPLE ITEMS TEST FORM BLUEPRINT SUBJECT: CAREER ITEMS FORM 61
$ CORRECT ANSWER = C OR D ORDER: SKILL
* CORRECT ANSWER = A OR B
BLANK THERE IS NO CORRECT ANSWER

	SKILL/OBJECTIVE TITLE & OBJECTIVE CODE	ITEM	CORR RESP	ITEM	CORR RESP	ITEM	CORR RESP
01	**SELF AWARENESS & ASSESSMENT**						
01	1.2.4 EXAMINE WORK ATTITUDES & HABITS	066	B	067	C	068	D
02	1.3.1/2 IDENTIFY INTERPERSONAL BEHAVIORS	063	C	064	B	065	A
02	**CAREER AWARENESS & EXPLORATION**						
03	2.1.2 IDENTIFY TASKS OF OCCUPATIONS	023	B	024	A	025	B
		026	C	027	A	028	C
04	2.1.4 IDENTIFY SKILLS OF OCCUPATIONS	029	B	030	C	031	B
		032	B	033	A	034	D
05	2.1.6 IDENTIFY JOBS IN CAREER CLUSTERS	035	D	036	B	037	C
		038	A	039	D	040	B
06	2.2.1A RECOGNIZE SEX ROLE STEREOTYPES	013	B	014	A	015	B
		016	B	017	A	018	A
		019	B	020	A	021	B
		022	A				
07	2.2.1B AVOID SEX ROLE STEREOTYPES	050	C	051	C	052	C
		053	C	054	C	055	C
		056	C	057	C	058	C
		059	C				
08	2.4.1 NAME CAREER EXPLORATION COMPLETED	001	A	002	A	003	A
		004	A	005	A	006	A
		007	A	008	A	009	A
		010	A	011	A	012	A
09	2.5.1/3 IDENTIFY CAREER INFO RESOURCES	041	B	042	D	043	D
03	**CAREER DECISION MAKING**						
10	3.1.1 RECOGNIZE DECISIONS STUDENT MAKES	060	A	061	A	062	A
11	3.2.1 IDENTIFY RESPONSIBILITIES	069	B	070	C	071	C
12	3.2.2 DESCRIBE CONSEQUENCES	047	D	048	A	049	C
13	3.3.1 INDICATE FACTORS TO CONSIDER	072	A	073	B	074	B
04	**CAREER PLANNING & PLACEMENT**						
14	4.1.1 IDENTIFY THE PROBLEM CLEARLY	075	B	077	C	079	C
15	4.1.3 DESCRIBE PLAN TO SOLVE PROBLEM	076	D	078	D	080	B
16	4.6.1 WORK HABITS THAT LEAD TO SUCCESS	044	D	045	B	046	A

DIRECTIONS: Which of the following have you done to learn about careers? Mark your answer to each activity on the answer sheet.

1. I observed a worker while she was doing her job.

   A. Yes B. No

2. I went on a field trip to learn about different careers.

   A. Yes B. No

3. I worked with an adult at his job.

   A. Yes B. No

4. I have listened to guest speakers tell about different careers.

   A. Yes B. No

5. I have talked with my parents about their jobs.

   A. Yes B. No

6. I attended a career day or career fair where I learned about different careers.

   A. Yes B. No

7. In class we have played the roles of different workers.

   A. Yes B. No

8. I read career pamphlets and books to learn about careers.

   A. Yes B. No

9. I have seen movies, slides, or videotapes on different careers.

   A. Yes B. No

10. I have interviewed workers to learn about their careers.

    A. Yes B. No

11. I have done some volunteer work which helped to learn about a career.

    A. Yes B. No

12. I have used the Michigan Occupational Information System (MOIS) to learn about careers.

    A. Yes B. No

DIRECTIONS: Some jobs or activities are done mostly by women. Some are done mostly by men. Some are done equally by men and women. Mark the letter for who you think usually does each of the following jobs.

13. Auto Mechanic
    A. Mostly by women
    B. Mostly by men
    C. Both women & men

14. Beautician
    A. Mostly by women
    B. Mostly by men
    C. Both women & men

15. Coach
    A. Mostly by women
    B. Mostly by men
    C. Both women & men

16. Dentist
    A. Mostly by women
    B. Mostly by men
    C. Both women & men

17. Nurse
    A. Mostly by women
    B. Mostly by men
    C. Both women & men

18. Secretary
    A. Mostly by women
    B. Mostly by men
    C. Both women & men

19. House Repair
    A. Mostly by women
    B. Mostly by men
    C. Both women & men

20. Ironing Clothes
    A. Mostly by women
    B. Mostly by men
    C. Both women & men

21. Lawnmowing
    A. Mostly by women
    B. Mostly by men
    C. Both women & men

22. Sewing
    A. Mostly by women
    B. Mostly by men
    C. Both women & men

DIRECTIONS: Below is a list of jobs. Which of the following BEST DESCRIBES a task performed by a person in that job? Mark the letter of the best answer.

23. Beautician

A. sells make-up

B. styles hair

C. designs clothes

D. checks eyes

24. Computer Programmer

A. plans computer work

B. schedules office work

C. designs computers

D. repairs computers

25. Occupational Therapist

A. helps people choose a career

B. helps patients manage daily tasks after illness

C. gives heat treatments to patients

D. finds jobs for unemployed people

26. Geologist

A. studies plants and animals

B. studies stars and planets

C. studies rocks and minerals

D. studies atoms and molecules

27. Probation Officer

A. helps people who have been in trouble with the law

B. gives tickets for parking violations

C. sends criminals to jail

D. collects fines for traffic violations

28. Dental Hygienist

A. fills teeth

B. gives shots

C. cleans teeth

D. drills teeth

DIRECTIONS: Below are groups of occupations that are related to one another. For each group, select the skill that is MOST important to ALL the occupations in that group. Mark the letter of the best answer.

29. Public relations worker, hotel manager, automobile salesperson

A. design ads for the newspaper

B. meet and influence people

C. listen to people's problems

D. compute profits and losses

30. Auto mechanic, carpenter, machine operator

A. order materials and parts

B. measure angles and distances

C. do precision work with the hands

D. draw blueprints

31. Scientist, computer programmer, engineer

A. write financial reports

B. organize data and solve problems

C. design aircraft

D. experiment with animals

32. Motel clerk, receptionist, restaurant hostess

A. compute and prepare bill for charges

B. greet people and make them comfortable

C. influence people to buy

D. type letters for their business

33. Artist, interior decorator, architect

A. create new designs

B. work with blueprints

C. develop advertisements or commercials

D. draw pictures of people

34. Social worker, counselor, psychologist

A. meet and influence people

B. plan social activities

C. give psychological tests

D. listen to people's problems

OBJECTIVE CODE: 6-2.1.6

DIRECTIONS: In the groups of occupations listed below, all belong to the same career field except one. Mark the letter of the occupation which does NOT belong.

35. Which is NOT an ARTISTIC job?

A. Sculptor
B. Florist
C. Architect
D. News Reporter

36. Which is NOT a PUBLIC SERVICE job?

A. Mail carrier
B. Art Dealer
C. Park Ranger
D. Judge

37. Which is NOT a SCIENTIFIC job?

A. Meteorologist
B. Lab Technician
C. Economist
D. Astronaut

38. Which is NOT a SOCIAL SERVICE job?

A. Dietitian
B. Minister
C. Psychologist
D. Recreation Director

39. Which is NOT a HEALTH FIELD job?

A. X-Ray Technician
B. Optometrist
C. Physical Therapist
D. Cosmetologist

40. Which is NOT a TRANSPORTATION job?

A. Pilot
B. Statistician
C. Taxi Driver
D. Navigator

OBJECTIVE CODE: 6-2.5.1, 2.5.3

DIRECTIONS: Answer the following questions.

41. Which would be the BEST source of information about jobs and colleges in Michigan?

A. university or college catalogs
B. Michigan Occupational Information System (M.O.I.S.)
C. Michigan Employment Security Commission (M.E.S.C.)
D. a teacher in the high school

42. Which would be the BEST source of information about many different occupations?

A. high school principal
B. high school teacher
C. one of your parents
D. high school guidance counselor

43. Which would be the BEST source of information about part-time jobs in your neighborhood?

A. career resource center
B. Michigan Employment Security Commission (M.E.S.C.)
C. Michigan Occupational Information System (M.O.I.S.)
D. newspaper want ads

OBJECTIVE CODE: 6-4.6.1

44. Julie had only two absences and no tardies during the sixth grade year. What kind of worker do you think she will be as an adult employee?

A. She will do her work accurately and neatly.
B. She will get along well with her co-workers.
C. She will work very hard for her employer.
D. She will be punctual and have a good attendance record.

45. Giles was chosen most valuable player by his school basketball team. He belongs to several clubs and is also an assistant Sunday school teacher. What kind of worker do you think he will be as an adult employee?

A. He will be the worker who produces the most.
B. He will work well with other people.
C. He will take orders well.
D. He will be a creative worker.

46. Ned doesn't like school and spends very little time on schoolwork. He either copies his friends' work, or does not turn in his work and takes a low grade. What kind of worker do you think he will be as an adult employee?

A. He will try to get by with doing the least amount of work.

B. He will do his work rapidly and finish ahead of time.

C. He will do his work inaccurately.

D. He will take a long time to finish job assignments.

OBJECTIVE CODE: 6-3.2.2

47. Angela copies a classmate's English homework almost every day. What is likely to happen?

A. She will get caught and get a low grade.

B. She will pass the next test in English.

C. She will get a good grade in English.

D. She will not learn English well.

48. Michelle tells Sue a personal secret and makes her promise not to tell anyone. The next day Sue tells the secret to several of her friends at school. What is likely to happen?

A. Michelle will not tell Sue any more secrets.

B. No one will ever trust Sue with anything again.

C. Many of Sue's friends will laugh at Michelle.

D. Michelle will lose her friends.

49. Bill is always putting other people down, for example, when he doesn't like their clothes, or when he thinks they said something stupid. If Bill keeps doing this, what is likely to happen?

A. People will try harder to impress Bill.

B. People will wear different clothing.

C. Bill will not have many friends.

D. Bill's friends will stand up for him.

DIRECTIONS: Which of the following jobs or activities CAN be done by women? Which CAN be done by men? Which CAN be done by both? Select an answer for each and mark it on the answer sheet.

50. Carpenter

A. Women
B. Men
C. Both

51. Child Care Worker

A. Women
B. Men
C. Both

52. Engineer

A. Women
B. Men
C. Both

53. Fashion Model

A. Women
B. Men
C. Both

54. Librarian

A. Women
B. Men
C. Both

55. Police Officer

A. Women
B. Men
C. Both

56. Cooking

A. Women
B. Men
C. Both

57. Cleaning the house

A. Women
B. Men
C. Both

58. Fixing the roof

A. Women
B. Men
C. Both

59. Hunting

A. Women
B. Men
C. Both

DIRECTIONS: There are many decisions that you make for yourself. There are many that other people make for you. For each question below, mark the answer to show who makes the decision.

60. Who decides how hard you work on your school assignments?

A. I decide myself.

B. Someone else decides for me.

C. I am not sure who decides.

61. Who decides which clothes you will wear to school?

A. I decide myself.

B. Someone else decides for me.

C. I am not sure who decides.

62. When you have an argument with your friend, who decides to try to make up first?

A. I decide myself.

B. Someone else decides for me.

C. I am not sure who decides.

OBJECTIVE CODE: 6-1.3.1, 1.3.2

DIRECTIONS: Answer the following questions.

63. Which of the following shows the MOST respect for another person?

A. Agreeing with everything that person is saying.

B. Being careful to say only nice things to that person.

C. Telling that person the truth even if it hurts.

D. Being silent when you disagree with that person.

OBJECTIVE CODE: 6-1.3.1, 1.3.2

64. Which of the following shows the MOST consideration or thoughtfulness for another person?

A. Doing favors for that person.

B. Paying attention to what that person is saying.

C. Laughing at that person's jokes even when you don't think they are funny.

D. Giving advice on a problem you think that person is having.

65. When working in a group, which of the following shows the MOST cooperation and team effort?

A. Doing an equal share of the work.

B. Telling jokes and making everyone laugh.

C. Correcting the mistakes of others.

D. Making the right decisions for the group.

OBJECTIVE CODE: 6-1.2.4

66. You have just taken a part in the school play. Something important came up and you will not be able to attend the first rehearsal tonight. What is the most important thing for you to do?

A. Learn your part and rehearse by yourself.

B. Let the director know that you will not be able to attend.

C. Check tomorrow with the others in the play to learn what happened.

D. Apologize to everyone at the next rehearsal for missing the first one.

67. As a piano student, you asked your teacher to schedule a special lesson with a visiting pianist this Saturday. On Friday, your friend invites you to join his family on a trip to the amusement park at Cedar Point on Saturday. What should you do and why?

A. Cancel the lesson because you would rather go on the trip.

B. Cancel the lesson and ask your teacher to set another lesson.

C. Keep the lesson because the visiting pianist has made time for you.

D. Keep the lesson because your parents and the teacher want you to.

OBJECTIVE CODE: 6-1.2.4

68. You are meeting the people for whom you will be babysitting for the first time. To get you off to a good start, which should you do first?

A. Ask how much and when you will be paid.

B. Ask if the children are difficult to take care of.

C. Ask questions to help you to become familiar with the neighborhood.

D. Ask questions that will help you become familiar with their children and home.

OBJECTIVE CODE: 6-3.2.1

69. Kelly decides to play on the school basketball team. All of the following will be her responsibilities as a basketball team member except one. Which one would NOT be one of her responsibilities?

A. Taking care of her equipment and uniform.

B. Telling the other players how to play better.

C. Being on time to practice.

D. Keeping her grades up.

70. Jerry decides to be on the school safety patrol. Which of the following would NOT be one of his responsibilities?

A. Helping students cross the streets safely.

B. Wearing a badge or belt to his post every day.

C. Stopping the cars to allow students to cross the street.

D. Keeping his grades up.

71. Steven decides to babysit his younger brother one afternoon a week. Which of the following would NOT be one of his responsibilities?

A. Preparing an after school snack for his brother.

B. Keeping a watchful eye on his brother.

C. Deciding whether his brother can stay overnight at a friend's house.

D. Helping his brother decide what to play.

72. Maria is trying to decide whether to run for class treasurer. Which of the following is LEAST important in making her decision?

A. Whether she is popular in school.

B. Whether she makes good grades.

C. Whether she has the time and energy.

D. Whether she feels she can be a leader.

73. Britt is trying to decide whether to become best friends with Sue. Which of the following is LEAST important in making her decision?

A. What interests they both share.

B. What kind of family Sue comes from.

C. Whether Britt and Sue like each other.

D. Whether Britt is willing to give time and energy to the friendship.

74. John is trying to decide whether or not to seek a part-time job (examples: mowing someone's lawn, babysitting, paper route). Which of the following is LEAST important in making his decision?

A. How much time he has to spend on the job.

B. Whether or not his friend holds a similar job.

C. How much money he will earn.

D. Getting his parents' permission.

Mary is on the basketball team and she also has a paper route. Since basketball practice is after school, she does not begin her paper route until after dinner. Some of her customers have been complaining about getting their paper too late.

75. What is Mary's problem?

A. The customers are being unreasonable.

B. Mary can not do these two things at the same time.

C. The papers have to be delivered too early.

D. Basketball practice lasts too late.

76. Which one of the following is the BEST way for Mary to get help in solving her problem?

A. Ask her teammates to deliver the papers for her.

B. Ask her coach to allow her to come late to basketball practice.

C. Ask her coach to allow her to skip basketball practice.

D. Pay someone she knows to deliver for her until basketball season ends.

Al, Dino and Mark are friends. They live near each other and spend most of their free time with each other. Joe's family has moved into the neighborhood and he wants to join the group. Joe has been making trouble for the group. Last Saturday, Joe threw a rock at Al and hurt him.

77. What is Joe's problem?

A. Joe's family has moved into the wrong neighborhood.

B. Joe wants to make trouble for Al, Dino and Mark.

C. Joe does not know how to become part of the group.

D. The boys do not like Joe because he is new.

78. Which of the following BEST describes who can help and how they can help Joe with his problem?

A. His teacher by telling the group of boys to accept Joe.

B. His parents by talking with the parents of the boys.

C. His parents by moving to another neighborhood.

D. Joe himself by learning how to make friends.

Wendy's teacher assigned the class a book report that was due in two weeks. Wendy figured that it would take her two days to read the book, and one day to write the report. The assignment was due on Friday, and she started reading the book on Monday. On Thursday night, she was still reading the book and was not able to finish her report.

79. What was Wendy's problem?

A. She waited until the last minute to do her assignment.

B. She did not know how to do a book report.

C. She misjudged the time it would take to read the book.

D. The teacher did not give enough time for the book report.

80. What could Wendy have done differently to complete her assignment on time?

A. She should have chosen an easier book to read.

B. She should have allowed herself a few more days for the assignment.

C. She should have studied how to do a book report before starting the assignment.

D. She should have skipped some chapters to finish the book sooner.

Test Number 62

STUDENT ASSESSMENT BOOKLET

GRADE 7

CAREER DEVELOPMENT

Michigan

educational

assessment

program

Name _____
last first initial

Sex (circle one) M F

_____
School Name

Michigan State Board of Education

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MICHIGAN EDUCATIONAL ASSESSMENT PROGRAM

CAREER DEVELOPMENT, 1983

Scoring Guide for Grade 7, Form 62

	Obj. Code	
Item 1.	6-3.7.1 6-3.7.2	A = 2 plausible responses indicating interests or likes (vs. skills or abilities) that are career related B = 1 plausible response C = unacceptable or no response Acceptable: any reasonable interest--e.g., math, computers, sciences, working with people or animals, sports, mechanics, etc. Unacceptable: specific occupations, i.e., teacher, doctor, etc., watching tv, partying
Item 2.	6-3.7.1 6-3.7.2	A = 2 plausible responses indicating skills or abilities (vs. interests) B = 1 plausible response C = unacceptable or no response Acceptable: any reasonable skills--e.g., general intellectual capability, math, computer, sciences, etc., abilities--good with people or animals, mechanical or problem solving abilities, various requisites, knowledge or ability related to future career choice, etc. Unacceptable: specific occupation, i.e., teacher, doctor, etc.
Item 3.	6-3.4.1 6-3.4.2	A = any reasonable career choice with first choice and other career choices B = lists only choice C = unacceptable or no response Unacceptable: do good in school, professional
Item 4.	6-3.4.1	A = checks A, B, or C B = checks D C = no response

	Obj. Code	
Item 5.	6-3.4.1 6-3.4.2	A = checks A, B, or C B = checks D C = no response
Item 6.	6-3.4.1 6-3.4.2	A = any reasonable career choice B = unacceptable or no response
Item 7.	6-2.3.1	A = plausible response indicating a responsibility at home, school, and/or to self B = unacceptable or no response Acceptable: academic - good grades, be punctual to class, learn class material, obey the teacher, pay attention, do homework, etc. home - house chores, be home on time, obey parents, babysit, etc. self - take care of health, physical appearance/hygiene, etc.
Item 8.	6-2.3.2	A = plausible response indicating a consequence corresponding to answer in #7 B = unacceptable, unrelated, or no response Acceptable: e.g., would not learn, get bad grade, get in trouble, be grounded, feel bad, would disappoint parents, etc. Unacceptable: I will just try my best
Item 9.	6-2.3.2	A = plausible response indicating a long-term consequence corresponding to answer in #7, and distinguished from consequence listed in #8 B = unacceptable, unrelated, repetitive, or no response Acceptable: would not learn much in school, not go to college, limited career choices, develop poor habits, not realize full potential, etc. Unacceptable: it can't

	Obj. Code	
Item 10.	6-1.2.1 6-4.2.1	A = plausible response indicating some aspect of self that they could improve B = unacceptable or no response Acceptable: improve grades or study habits; attitude, develop hobby, sports or artistic talents; personality traits; physical appearance (e.g., lose weight); get along better with others; change habits or improve self-discipline Unacceptable: do good in everything
Item 11.	6-1.2.1 6-4.2.1	A = plausible responses indicating how answer on #10 could benefit them B = unacceptable, unrelated or no response Acceptable: e.g., #10: improve study habits; be nicer to others — #11: get into good college, get good grades; have more friends, etc. Unacceptable: e.g., help parents by doing it every day
Item 12.	6-4.2.2 6-4.2.4	A = 3 (or 4) plausible responses specifying steps or actions towards achieving goal stated, not repetitious answer, in #10 B = 2 or 1 plausible response C = unacceptable, unrelated or no response Acceptable: e.g., be less shy (#10): - make effort to talk to more people - introduce self to people at a party - join a social club, etc.
Item 13.	6-4.2.4	This is a difficult question to score because it is so broad. Basically: A = any plausible response indicating a reasonable period of time to actualize their goal stated in #10 B = I don't know C = unacceptable or no response

	Obj. Code	
Item 14.	6-1.1.7	A = plausible response indicating something they feel they should have learned but have not yet learned, relating to growth in independence B = unacceptable or no response Acceptable: e.g., various self-improvement topics--be less shy, be nicer to others, more assertive with others, accept self more, lose weight, improve physical appearance; various academic related topics--improve study skills, learn about computers, math, arts, sports, etc. Unacceptable: trivial or clearly unrelated to growth
Item 15.	6-1.1.7	A = plausible response corresponding to answer in #14, indicating something that prevented them from learning B = unacceptable, unrelated or no response Acceptable: e.g., not trying hard enough, poor self-discipline, lack of opportunity, poor self-esteem, familial pressures, lack of confidence in abilities, etc. Unacceptable: nothing
Item 16.	6-1.1.7	A = plausible response corresponding to answer in #14, indicating a plan or action which could help them learn now B = unacceptable or no response Acceptable: e.g., change attitude, be more responsible, or self-disciplined, take class related to this, read about it, get help from others, practice, etc. Unacceptable: nothing, don't know
Item 17.	6-4.1.4	A = 2 (or more) plausible responses touching upon the following main points: 1) try to find the money, report it to police, ask parents/friends for help in finding money 2) ask parents for help/guidance in solving problem 3) try to save money (again) for bike 4) get a job or some additional source of money 5) borrow money/get a loan 6) bypass getting a new bike B = 1 plausible answer C = unacceptable or no response

DIRECTIONS

The purpose of this test is to find out what things you have thought about that will help you to make a good career choice for yourself when you are older. Because this test is about YOU, there are no right or wrong answers to the questions. The correct answer would be what is TRUE FOR YOU.

Be sure you understand all the directions before you begin. You will have as much time as you need to finish the test. Answer each question to the best of your ability. Do not worry about spelling or grammar.

You will be writing your answers in this test booklet. Look at this sample:

SAMPLE 1: Give some reasons why drivers should follow the speed limit.

To save gas.
It is safer.
You won't get a ticket.

Write or print neatly so that your answers can be read. Use a pencil, do not use a ball-point pen. If you change your answer, erase your first answer completely.

Now, begin the test.

OBJECTIVE CODE: 6-3.7.1, 3.7.2

DIRECTIONS: Answer the following questions.

1. One way that people look at possible careers for themselves is by thinking of what they like to do. What are two things you like to do?

   1. _____

   2. _____

2. Another way people look at careers is by thinking of what things they do well or are good at. What are two things you are good at?

   1. _____

   2. _____

OBJECTIVE CODE: 6-3.4.1, 3.4.2

3. What are the careers you are thinking of now? Write down your first choice, then your other choices.

   First career choice: _____

   Other career choices: _____

   _____

4. What is likely to happen to your first career choice? Check the box next to your answer.

   ☐ A. It will change.

   ☐ B. It may change as I grow older.

   ☐ C. It may change, but I'm pretty sure it will stay the same.

   ☐ D. I am definite that it will not change.

OBJECTIVE CODE: 6-3.4.1, 3.4.2

DIRECTIONS: Answer the following questions.

5. When did you first begin to think about what to become when you grow up? Check the box next to your answer.

   ☐ A. Before the third grade

   ☐ B. Between third grade and sixth grade

   ☐ C. Just this year

   ☐ D. I have not thought about it yet

6. What were the careers you thought of for yourself when you were younger?

   _____

   _____

   _____

OBJECTIVE CODE: 6-2.3.1, 2.3.2

7. Young people have responsibilities in school, at home, and to themselves. What is an important responsibility that you have?

   _____

   _____

8. What will happen if this responsibility is not met?

   _____

   _____

9. If this responsibility is not met, how can this affect you in the future?

_____

_____

OBJECTIVE CODE: 6-1.2.1, 4.2.1, 4.2.2, 4.2.4

10. What is something you want to improve about yourself?

_____

11. How could this help you?

_____

_____

12. List 3 or 4 things you can do to make this improvement.

a) _____

b) _____

c) _____

d) _____

13. How long do you think it would take to make all these changes?

_____

OBJECTIVE CODE: 6-1.1.7

DIRECTIONS: Answer the following questions.

14. If you look back at the last several years of your life, you can probably see the many things that you learned which helped you to grow up. What is something which you feel you should have learned that you have not yet learned to do?

_____

_____

15. What do you think prevented you from learning this?

_____

_____

16. What do you think will help you to learn this now?

_____

_____

OBJECTIVE CODE: 6-4.1.4

17. Imagine that you have a friend with this problem: Your friend wants to buy a new bicycle, but lost the $100.00 he or she had saved to buy this bicycle. Think of 2 or more things that you can suggest to your friend to solve the problem.

a) _____

_____

b) _____

_____

c) _____

_____

d) _____

_____

MICHIGAN STATE BOARD OF EDUCATION
STATEMENT OF ASSURANCE OF COMPLIANCE WITH FEDERAL LAW

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09002-001

Test Number 91

STUDENT ASSESSMENT BOOKLET

GRADE 10

CAREER DEVELOPMENT

Michigan Educational Assessment Program

Michigan State Board of Education

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DIRECTIONS

The purpose of this test is to find out what you have thought about, or have learned, that will help you to make a good career choice for yourself when you are older. On some of the items, there are no right or wrong answers. Simply answer what is true for you.

Be sure you understand all the directions before you begin. You will have as much time as you need to finish the test. If you are not sure about the answer to a question, do your best.

You will be marking your answers on Side 2 of the same answer sheet as for the reading and math tests. Mark only one answer for each item. If you change an answer, be sure to erase the first mark completely. Now look at the sample item below:

Sample Item 1: Which of these cities is the capital of Michigan?

A. Ann Arbor

B. Flint

C. Kalamazoo

D. Lansing

	Answer
Sample Item 1.	Ⓐ Ⓑ Ⓒ ●

Since Lansing is the capital of Michigan, you would have marked space D because the letter in front of Lansing is D.

Remember, only one answer should be marked for each question. If you change your answer, erase your first answer completely. Make a dark mark that fills the space. Use a pencil, do not use a ballpoint pen.

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CAREER DEVELOPMENT OBJECTIVES TO BE TESTED
Grade 10

COMPONENT #1: SELF AWARENESS AND ASSESSMENT (Who Am I Now?)

9-1.1.10 evaluate her/his growth in independence

9-1.2.4 examine those attitudes and work habits that enable one to succeed, and determine what s/he will do to attain these traits

9-1.3.1 identify behaviors that enable one to get along with others and indicate which of these characterize her/him

9-1.3.2 identify behaviors that create problems in relationships and indicate which of these characterize her/him

COMPONENT #2: CAREER AWARENESS AND EXPLORATION (What Can I Become?)

9-2.4.1 name a variety of career exploration activities in which s/he has participated

9-2.5.1 identify people who can help her/him learn about careers

9-2.5.3 demonstrate the use of MOIS in the identification of possible career options

9-2.5.5 identify other sources of career information that are available (e.g., MOIS, Occupational Outlook Handbook, D.O.T., community resources, etc.)

COMPONENT #3: CAREER DECISION MAKING (How Do I Decide What To Become?)

9-3.2.1 identify responsibilities that accompany the decision

9-3.2.2 describe what the consequences are when these responsibilities are not met

9-3.3.1 indicate important factors to consider in making the decision (including personal and external factors)

COMPONENT #4: CAREER PLANNING AND PLACEMENT (How Do I Get There?)

9-4.1.1 identify the problem clearly

9-4.1.3 outline a plan to solve the problem

9-4.6.1 develop an awareness of the factors that influence the supply and demand of jobs

9-4.6.2 indicate how to find jobs and employers

9-4.6.8 develop an awareness of how work and attendance habits and attitudes are being learned that will carry over to the work world

9-4.7.3 recognize personal, economic, and social reasons for possible career changes throughout one's life

DATE 08/24/83 MICHIGAN EDUCATIONAL ASSESSMENT PROGRAM GRADE: 10
SAMPLE ITEMS TEST FORM BLUEPRINT SUBJECT: CAREER ITEMS FORM 91
ORDER: SKILL

$ CORRECT ANSWER = C OR D
* CORRECT ANSWER = A OR B
BLANK THERE IS NO CORRECT ANSWER

	SKILL/OBJECTIVE TITLE & OBJECTIVE CODE	ITEM	CORR RESP	ITEM	CORR RESP	ITEM	CORR RESP
01	**SELF AWARENESS & ASSESSMENT**						
01	1.1.10 EVALUATE GROWTH IN INDEPENDENCE	053	A	054	A	055	A
02	1.2.4 EXAMINE WORK ATTITUDES & HABITS	038	A	039	B	040	C
03	1.3.1/2A IDENTIFY INTERPERSONAL BEHAVIORS	056	C	057	B	058	A
02	**CAREER AWARENESS & EXPLORATION**						
04	2.4.1 NAME CAREER EXPLORATION COMPLETED	001	A	002	A	003	A
		004	A	005	A	006	A
		007	A	008	A	009	A
		010	A	011	A	012	A
05	2.5.1/3 IDENTIFY PEOPLE RESOURCES	020	B	021	D	022	D
06	2.5.5 IDENTIFY CAREER INFO RESOURCES	013	*	014	*	015	*
		016	*				
03	**CAREER DECISION MAKING**						
07	3.2.1 IDENTIFY RESPONSIBILITIES	041	B	042	A	043	D
08	3.2.2 DESCRIBE CONSEQUENCES	050	C	051	D	052	D
09	3.3.1 INDICATE FACTORS TO CONSIDER	023	B	024	A	025	D
04	**CAREER PLANNING & PLACEMENT**						
10	4.1.1 IDENTIFY THE PROBLEM CLEARLY	044	D	046	C	048	D
11	4.1.3 OUTLINE PLAN TO SOLVE PROBLEM	045	B	047	B	049	C
12	4.3.1 LIST COURSES RELATED TO CAREERS	017	C	018	A	019	B
13	4.6.1 UNDERSTAND JOB SUPPLY & DEMAND	029	C	030	A	031	B
14	4.6.2 KNOW HOW TO FIND JOBS	026	D	027	C	028	A
15	4.6.8 WORK HABITS THAT LEAD TO SUCCESS	035	C	036	A	037	B
16	4.7.3 RECOGNIZE PROBABLE CAREER CHANGES	032	C	033	B	034	A

DATE 08/24/83 MICHIGAN EDUCATIONAL ASSESSMENT PROGRAM GRADE: 10
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BLANK THERE IS NO CORRECT ANSWER

SKILL/OBJECTIVE TITLE & OBJECTIVE CODE	ITEM	CORR RESP	ITEM	CORR RESP	ITEM	CORR RESP
01 SELF AWARENESS & ASSESSMENT						
01 1.3.1/2B IDENTIFY INTERPERSONAL BEHAVIORS	057		058		059	
	060		061			
02 CAREER AWARENESS & EXPLORATION						
02 2.2.1A RECOGNIZE SEX ROLE STEREOTYPES	043	B	044	A	045	B
	046	B	047	A	048	A
	049	B	050	A	051	B
	052	A				
03 2.2.1B AVOID SEX ROLE STEREOTYPES	062	C	063	C	064	C
	065	C	066	C	067	C
	068	C	069	C	070	C
	071	C				
04 2.2.2A IDENTIFY PREFERRED WORK ROLES	001		002		003	
	004		005		006	
	007		008		009	
	010		011		012	
	013		014		015	
	016		017		018	
	019		020		021	
	022		023		024	
	025		026		027	
	028		029		030	
	031		032		033	
	034		035		036	
05 2.2.2B THINK ABOUT FUTURE ROLES	040	$	041	$	042	$
06 2.2.3 EXAMINE ATTITUDES ON SEX ROLES	053		054		055	
	056					
07 2.4.1 NAME CAREER EXPLORATION COMPLETED	078					
08 2.5.1-5 IDENTIFY CAREER INFO RESOURCES	072	$	073	$	074	$
	075	$	076	$	077	$
03 CAREER DECISION MAKING						
09 3.7.5 EXAMINE PLANS FOR FUTURE	037		038		039	
04 CAREER PLANNING AND PLACEMENT						
10 4.7.2 ADAPTABILITY TO NEW JOB DEMANDS	079		080			

DIRECTIONS: Which of the following have you done to learn about careers? Mark your answer to each activity on the answer sheet.

1. I observed a worker while she was doing her job.

   A. Yes B. No

2. I went on a field trip to learn about different careers.

   A. Yes B. No

3. I worked with an adult at his job.

   A. Yes B. No

4. I have listened to guest speakers tell about different careers.

   A. Yes B. No

5. I have talked with my parents about their jobs.

   A. Yes B. No

6. I attended a career day or career fair where I learned about different careers.

   A. Yes B. No

7. In class we have played the roles of different workers.

   A. Yes B. No

8. I read career pamphlets and books to learn about careers.

   A. Yes B. No

9. I have seen movies, slides, or videotapes on different careers.

   A. Yes B. No

10. I have interviewed workers to learn about their careers.

    A. Yes B. No

11. I have done some volunteer work which helped to learn about a career.

    A. Yes B. No

12. I have used the Michigan Occupational Information System (MOIS) to learn about careers.

    A. Yes B. No

OBJECTIVE CODE: 9-2.5.5

DIRECTIONS: Listed below are sources of career information. Mark "A" for those sources that are available within your school. Mark "B" for those that are not available. Mark "C" if you do not know.

13. Occupational Outlook Handbook (O.O.H.)

A. Yes
B. No
C. I do not know

14. Dictionary of Occupational Titles (D.O.T.)

A. Yes
B. No
C. I do not know

15. "Real World" Magazine

A. Yes
B. No
C. I do not know

16. Michigan Occupational Information System (M.O.I.S.)

A. Yes
B. No
C. I do not know

OBJECTIVE CODE: 9-4.3.1

DIRECTIONS: Answer the following questions.

17. Which one of the following high school courses would be MOST important for persons with the career choices of computer programmer, accountant, and engineer?

A. Electronics
B. Consumer Economics
C. Algebra
D. Business Math

18. Which one of the following high school courses would be MOST important for persons with the career choices of forklift operator, delivery person, and transporter?

A. Driver Education
B. Auto Mechanics
C. Retail Sales
D. Business Math

19. Which one of the following high school courses would be MOST important for persons with the career choices of radiologist, physician, and oceanographer?

A. Social Studies

B. Biology

C. English Literature

D. Trigonometry

OBJECTIVE CODE: 9-2.5.1, 2.5.3

20. Which would be the BEST source of information about jobs and colleges in Michigan?

A. university or college catalogs

B. Michigan Occupational Information System (M.O.I.S.)

C. Michigan Employment Security Commission (M.E.S.C.)

D. a teacher in the high school

21. Which would be the BEST source of information about many different occupations?

A. high school principal

B. high school teacher

C. one of your parents

D. high school guidance counselor

22. Which would be the BEST source of information about part-time jobs in your neighborhood?

A. career resource center

B. Michigan Employment Security Commission (M.E.S.C.)

C. Michigan Occupational Information System (M.O.I.S.)

D. newspaper want ads

DIRECTIONS: Select the best answer to each of the following questions.

23. Which of the following is MOST important to consider when making out a 10th grade class schedule?

A. Classes that will raise my grade average.

B. Classes that could help me toward my career goal.

C. Classes that my friends are taking.

D. Classes taught by my favorite teachers.

24. Which of the following is MOST important to consider in deciding which career is right for you?

A. Your personal abilities and interests.

B. Your opportunities for high pay.

C. Your chance for secure employment in that career.

D. Your opportunities for gaining prestige and recognition.

25. Your friend wants to start dating. Which of the following is MOST important in choosing whom he or she dates?

A. Someone that your friend's parents like.

B. Someone that your friend's group would accept.

C. Someone who is attractive.

D. Someone who has the same interests as your friend.

OBJECTIVE CODE: 9-4.6.2

DIRECTIONS: Answer the following questions.

26. You want to locate information about possible job openings. Which one of the following sources is MOST likely to be of help to you?

A. Better Business Bureau

B. state senator

C. school counselor

D. local employment agency

27. Terry is interested in getting a job with a company in her town. What is the BEST source of information available to Terry to find out about a job with the company?

A. private employment agency

B. job placement counselor

C. employment office of the company

D. classified section of local newspaper

28. Raymond wants to find a part-time job after school. All of the following will be helpful EXCEPT

A. doing a Michigan Occupational Information System (M.O.I.S.) search.

B. asking his friends who already have jobs, if they know of any openings.

C. putting in an application at places where he would like to work.

D. contacting relatives or neighbors who might hire part-time help.

OBJECTIVE CODE: 9-4.6.1

29. In the years ahead, which group of jobs will probably show the GREATEST increase in demand?

A. key punch operator, sheet metal worker, draftsperson

B. structural engineer, architect, tool & die maker

C. data processing operator, electronic technician, math teacher

D. newspaper reporter, sociologist, language teacher

30. If the demand for bakers in a particular local area is very high, what is MOST likely to be the reason?

A. The supply of bakers in that area is low.

B. The bakers in that area are on strike.

C. The bakers in that area are poorly trained.

D. Bread baking is becoming more automated.

31. By the year 2000, 50% of today's jobs may no longer exist. Entirely new jobs may replace them. Assuming this, which would be the LEAST helpful way for a young person to plan a career for the future?

A. Plan future education in such a way that later changes are made possible.

B. Plan to choose an occupation in an unchanging field.

C. Plan to learn about computers and their applications.

D. Plan to learn skills that are important in many fields, such as communications, problem solving, teamwork, etc.

OBJECTIVE CODE: 9-4.7.3

32. Which of the following is a PERSONAL reason why one would change jobs?

A. The employer has announced that there will be layoffs beginning next week.

B. The job will be phased out because of technological changes.

C. The person wants to learn a new field for self improvement.

D. The person needs a higher salary because of increasing inflation.

33. Which of the following is an ECONOMIC reason why one would change jobs?

A. The person decided that a new job will offer more of a challenge.

B. The person has received a job offer from a company that pays higher salaries.

C. The family has decided that they would like to live in another state.

D. The employer has transferred the person to a company office in another state.

34. Select the BEST statement about job or career change.

A. Career change is common and affects most levels of workers in today's changing work world.

B. Career change is common during periods of economic recession but not during periods of economic recovery.

C. Career changes affect only those persons who have not prepared adequately for their careers.

D. Career change is most common among factory workers and unskilled laborers.

OBJECTIVE CODE: 9-4.6.8

35. Wanda has helped her family by suggesting ways to finish the chores more efficiently. As editor of the school paper, she has tried out some new ideas to make the paper more interesting to students. What kind of worker do you think she will be as an employee?

A. She will compete with her fellow workers.

B. She will stick with a task until finished.

C. She will show initiative.

D. She will be punctual.

36. Ned doesn't like school and spends very little time on schoolwork. He either copies his friends' work, or does not turn in his work and takes a low grade. What kind of worker do you think he will be as an employee?

A. He will try to get by with doing the least amount of work.

B. He will try to get others to do his work for him.

C. He will do his work inaccurately.

D. He will take a long time to finish job assignments.

37. Giles was chosen most valuable player by his school basketball team. He belongs to several clubs and is also an assistant Sunday school teacher. What kind of worker do you think he will be as an employee?

A. He will be the worker who produces the most.

B. He will work well with other people.

C. He will take orders well.

D. He will be a creative worker.

38. Anna has worked hard on her job as an arcade manager and she feels she deserves a raise. What should she do?

A. Take evidence of her hard work to her supervisor and ask for a raise.

B. Threaten to quit if she doesn't get a raise.

C. Wait until her supervisor notices her good work before asking for a raise.

D. Ask one of her workers to speak to the supervisor on her behalf.

39. John has worked for Midwest Electronics for five years, and has proven his skill and loyalty. Because of an expansion of the company, Midwest reassigned John to a woman supervisor. John does not like to work for women and has gotten into some arguments with his supervisor. What is the BEST solution to John's problem?

A. Fire John because of his attitude toward working for women.

B. Provide John with help to change his attitude towards women.

C. Transfer John to another division with a male supervisor.

D. Promote John into the supervisor's position.

40. Joe finishes his classes at 3:30, and recently took a job which starts at 4:00. He can't make it to work on time and has been reporting on the job at 4:15. What should he do?

A. Work harder on the job to make up for the lost time.

B. Ask the principal to release him every day from school at 3:15.

C. Ask his supervisor to start his job at 4:15.

D. Ask another worker to cover for him until 4:15.

DIRECTIONS: Select the best answer for each of the following questions.

41. Jerry decides to work on the lunch line in the school cafeteria. Which of the following would NOT be one of this student's responsibilities?

A. Wearing clean clothes and having clean hands.

B. Making sure the milk is fresh.

C. Being on time to report to work.

D. Working efficiently and quickly.

42. Hershel's parents will be away during the weekend. He has agreed to be responsible for the house and his younger sister. Which of the following will NOT be one of his responsibilities?

A. Staying in the house to protect it at all times.

B. Knowing where his sister is when she's not home.

C. Locking the doors at night.

D. Taking telephone messages for his parents.

43. Earvin is trying to decide whether to go steady with Rose. Which of the following is LEAST important for him to consider before making his decision?

A. Whether he likes the kind of person she is.

B. Whether he is comfortable in being himself with her.

C. Whether he is willing to give up some of his time and freedom.

D. Whether he can stay in the relationship for a long time.

DIRECTIONS: Read the following stories and answer the questions which follow.

Wendy's teacher assigned the class a book report due in two weeks. Wendy figured that it would take her two days to read the book, and only one day to write the report. The assignment was due on Friday, and she started reading the book on Monday. On Thursday night, she was still reading the book and was not able to finish her report.

44. What was the cause of Wendy's problem?

A. The book she chose was too difficult.

B. She waited until the last minute to do her assignment.

C. She did not know how to do a book report.

D. She misjudged the time it would take to read the book.

45. What would have been a BETTER way for Wendy to have done her assignment?

A. She should have chosen an easier book to read.

B. She should have allowed herself a few more days for the assignment.

C. She should have studied how to do a book report before starting the assignment.

D. She should have skipped some chapters to finish the book sooner.

Lonnie wanted a part-time job at a restaurant, but was afraid he would not get it. He filled out the job application incompletely, turned it in late, and did not show up for the job interview. He did not get the job.

46. Lonnie could have gotten the job but didn't. Why?

A. He was too lazy.

B. He really didn't want to work.

C. He applied for the job as though he would not get it.

D. He did not have the right connections to get the job.

47. How could Lonnie have BETTER handled this situation?

A. He should have waited until he was more self-confident before he applied for the job.

B. He should have done his best in applying even though he was not very self-confident.

C. He should have asked his parents to talk with the manager of the restaurant.

D. He should have talked with the other workers to see if they would give him a recommendation.

Guy has been skipping classes to go off with his friends during school. He is worried because he wants to be with his friends, but his grades are falling. His parents are unhappy and his teachers are laying down rules for him. Last week, the principal called him in, and Guy ran away for three days.

48. What is the cause of Guy's problem?

A. He is in with the wrong group of friends.

B. He is not meeting his parents' and teachers' expectations.

C. He is afraid to face the principal.

D. He has not decided whether school or friends are more important.

49. What is the BEST way for Guy to help himself?

A. Learn to say no when his friends ask him to skip classes.

B. Tell his parents, teachers, and principal to lay off.

C. Decide for himself what is most important in his life.

D. Face the possibility that he is not a good student.

DIRECTIONS: Answer the following questions.

50. Laura has a drinking problem. Her family and friends have tried to help. She has refused their help and continues to drink. What will MOST LIKELY happen?

A. She will become addicted to other drugs.

B. She will lose her ability to remember things.

C. She will have trouble coping and adjusting in the future.

D. Her friends will start drinking.

51. Michelle tells Sue a personal secret and makes her promise not to tell anyone. The next day Sue tells the secret to several of her friends at school. What is MOST LIKELY to happen?

A. No one will ever trust Sue with anything again.

B. Many of Sue's friends will laugh at Michelle.

C. Michelle will lose her friends.

D. Michelle will not tell Sue any more secrets.

52. Bill is always putting other people down, for example, when he doesn't like their clothes, or when he thinks they said something stupid. If Bill keeps doing this, what is MOST LIKELY to happen?

A. Bill's friends will stand up for him.

B. People will try harder to impress Bill.

C. People will wear different clothing.

D. Bill will not have many friends.

DIRECTIONS: As a tenth grader, there are many ways in which you are independent, but there are a number of things for which you are still dependent upon others. For the following, mark your answers to show what things you are doing on your own, and what things you do with the help of others.

53. Getting homework done.

A. I take full responsibility for this

B. I take partial responsibility for this

C. I don't take any responsibility for this

54. Finishing my chores around the home.

A. I take full responsibility for this

B. I take partial responsibility for this

C. I don't take any responsibility for this

55. Deciding whether how I behave is right or wrong.

A. I take full responsibility for this

B. I take partial responsibility for this

C. I don't take any responsibility for this

DIRECTIONS: Answer the following questions.

56. Which of the following shows the MOST respect for another person?

A. Agreeing with everything that person is saying.

B. Being careful to say only nice things to that person.

C. Telling that person the truth even if it hurts.

D. Being silent when you disagree with that person.

57. Which of the following shows the MOST consideration or thoughtfulness for the other person?

A. Doing favors for that person.

B. Paying attention to what that person is saying.

C. Laughing at that person's jokes even when you don't think they are funny.

D. Giving advice on a problem you think that person is having.

58. When working in a group, which of the following shows the MOST cooperation and team effort?

A. Doing an equal share of the work.

B. Telling jokes and making everyone laugh.

C. Correcting the mistakes of others.

D. Making the right decisions for the group.

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Test Number 92

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GRADE 10

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Sample Item 1: Which of these cities is the capital of Michigan?

A. Ann Arbor

B. Flint

C. Kalamazoo

D. Lansing

Answer

Sample Item 1. Ⓐ Ⓑ Ⓒ ●

Since Lansing is the capital of Michigan, you would have marked space D because the letter in front of Lansing is D.

Remember, only one answer should be marked for each question. If you change your answer, erase your first answer completely. Make a dark mark that fills the space. Use a pencil, do not use a ballpoint pen.

When you are sure that you understand the directions, you may begin the test. Your teacher will collect the test when you are finished.

DIRECTIONS: Below is a list of occupations. For each, mark YES if this is an occupation that you would consider for yourself. Mark NO if it is not. There are no right or wrong answers.

1. Accountant
   A. Yes B. No
2. Architect
   A. Yes B. No
3. Artist
   A. Yes B. No
4. Auto Mechanic
   A. Yes B. No
5. Biologist
   A. Yes B. No
6. Carpenter
   A. Yes B. No
7. Cashier
   A. Yes B. No
8. Chemist
   A. Yes B. No
9. Company President
   A. Yes B. No
10. Computer Programmer
    A. Yes B. No
11. Cosmetologist
    A. Yes B. No
12. Delivery Truck Driver
    A. Yes B. No
13. Dentist
    A. Yes B. No
14. Engineer
    A. Yes B. No
15. Farmer
    A. Yes B. No
16. Flight Attendant
    A. Yes B. No
17. Homemaker
    A. Yes B. No
18. Lawyer
    A. Yes B. No

19. Librarian

A. Yes B. No

20. Minister

A. Yes B. No

21. Musician

A. Yes B. No

22. Nurse

A. Yes B. No

23. Physician

A. Yes B. No

24. Pilot

A. Yes B. No

25. Police Officer

A. Yes B. No

26. Professional Athlete

A. Yes B. No

27. Professional Model

A. Yes B. No

28. Psychologist

A. Yes B. No

29. Retail Sales Person

A. Yes B. No

30. Secretary

A. Yes B. No

31. Teacher

A. Yes B. No

32. Telephone Operator

A. Yes B. No

33. TV News Reporter

A. Yes B. No

34. TV Repairperson

A. Yes B. No

35. Writer/Author

A. Yes B. No

36. Did the list above include the occupation you are presently considering?

A. Yes

B. No

C. I don't know

DIRECTIONS: Answer the following questions. There are no right or wrong answers.

37. What would you like to do after graduating from high school?

A. Find a full-time job

B. Attend community college or a vocational school (any two-year school including business college, technical institute, etc.)

C. Attend a four-year college, university or professional school

D. Other (military service, be a homemaker, travel, etc.)

38. If your career choice requires additional schooling or training, how many years beyond high school are you willing to be a student or trainee?

A. One year or less

B. Two to three years

C. Four years or more

D. I am not willing to continue with school or training after high school.

39. If your career choice requires work experience at an entry or lower level before you become fully qualified, how many years are you willing to work to get the experience before qualifying?

A. Six months or less

B. Seven months to one year

C. One year to two years

D. Three years or more

DIRECTIONS: During the next ten years, you may need to make decisions about each of the things listed below. AT THE PRESENT TIME, HOW MUCH PLANNING OR CAREFUL THINKING HAVE YOU DONE ABOUT EACH OF THESE?

40. How to go about finding your first full-time job.

A. I have not done any thinking about this at all.

B. I have not done any serious thinking about this.

C. I have done some serious thinking about this.

D. I have done quite a lot of serious thinking about this.

41. The things you will look for in a job or career to help your work life be rewarding and satisfying.

A. I have not done any thinking about this at all.

B. I have not done any serious thinking about this.

C. I have done some serious thinking about this.

D. I have done quite a lot of serious thinking about this.

42. The kind of person you want to be as an adult (what is important to you, what you stand for).

A. I have not done any thinking about this at all.

B. I have not done any serious thinking about this.

C. I have done some serious thinking about this.

D. I have done quite a lot of serious thinking about this.

DIRECTIONS: Some jobs or activities are done mostly by women. Some are done mostly by men. Some are done equally by men and women. Mark the letter for who you think usually does each of the following jobs.

43. Auto Mechanic

A. Mostly by women
B. Mostly by men
C. Both women & men

44. Beautician

A. Mostly by women
B. Mostly by men
C. Both women & men

45. Coach

A. Mostly by women
B. Mostly by men
C. Both women & men

46. Dentist

A. Mostly by women
B. Mostly by men
C. Both women & men

47. Nurse

A. Mostly by women
B. Mostly by men
C. Both women & men

48. Secretary

A. Mostly by women
B. Mostly by men
C. Both women & men

49. House Repair

A. Mostly by women
B. Mostly by men
C. Both women & men

50. Ironing Clothes

A. Mostly by women
B. Mostly by men
C. Both women & men

51. Lawnmowing

A. Mostly by women
B. Mostly by men
C. Both women & men

52. Sewing

A. Mostly by women
B. Mostly by men
C. Both women & men

DIRECTIONS: Answer the questions below. There are no right or wrong answers.

53. Imagine that you had the skills and interests that would suggest a career in a field primarily occupied by members of the opposite sex. Which of the following statements would come closest to the way you feel about going into such a career?

A. I would enjoy being one of the few persons of my sex in this field.

B. It does not matter to me how many men or women are in this field.

C. I would feel uncomfortable being in the minority, but would not let that stop me.

D. I would avoid going into that field.

54. Imagine that you are working for a company and they are hiring a new manager from whom you would have to take orders. Which of the following statements would come closest to the way you feel?

A. It does not matter to me whether the manager is male or female.

B. I would prefer to have a manager who is of my sex.

C. I would prefer to have a manager who is of the opposite sex.

D. I would refuse to work under a manager of the opposite sex.

55. Imagine that you are working for a company and have been promoted to a supervisor. Which of the following statements would come closest to the way you feel?

A. I would prefer to supervise both men and women.

B. I would prefer to supervise persons of my sex only.

C. I would prefer to supervise persons of the opposite sex only.

D. It does not matter whether I supervise men or women.

56. Think about the career you are presently considering. Which of the following statements come closest to describing that field?

A. Men and women are equally represented in this field.

B. There are more men than women in this field.

C. There are more women than men in this field.

D. There are almost exclusively only men or only women in this field.

DIRECTIONS: Nobody is perfect and each of us would be better persons if we improved in some areas. Think about your strong and weak points as you answer the following questions. Mark the answer that is TRUE FOR YOU.

57. In getting along with others, my STRONGEST point is

A. being able to make others comfortable.
B. being a good listener.
C. being a good entertainer.
D. being the person with the best ideas.

58. In my friendships, I am usually the one who

A. takes the lead on things.
B. supports the leader.
C. goes along with the others.
D. goes off in my own direction.

59. Among the following, I could use the MOST improvement in

A. being more open and sharing myself more.
B. keeping my agreements and promises.
C. knowing when to keep silent.
D. trying to be more helpful to others.

60. Among the following, I could use the MOST improvement in

A. being more patient with others.
B. being more considerate of others' feelings.
C. being more accepting of others.
D. getting angry less often with others.

61. Among the following, I could use the MOST improvement in

A. giving others a chance to talk.
B. expressing my own feelings about things.
C. not agreeing so readily with what others are saying.
D. being more open-minded in listening to others.

DIRECTIONS: Which of the following jobs or activities CAN be done by women? Which CAN be done by men? Which CAN be done by both? Select an answer for each and mark it on the answer sheet.

62. Carpenter

A. Women
B. Men
C. Both

63. Child Care Worker

A. Women
B. Men
C. Both

64. Engineer

A. Women
B. Men
C. Both

65. Fashion Model

A. Women
B. Men
C. Both

66. Librarian

A. Women
B. Men
C. Both

67. Police Officer

A. Women
B. Men
C. Both

68. Cooking

A. Women
B. Men
C. Both

69. Cleaning the house

A. Women
B. Men
C. Both

70. Fixing the roof

A. Women
B. Men
C. Both

71. Hunting

A. Women
B. Men
C. Both

DIRECTIONS: Which of the following sources of information about occupations have you used? Mark A, B, C, or D for each.

A. I don't know what this is.

B. I recognize this but have never used it to find out about occupations.

C. I have used this once or twice to find out about occupations.

D. I have used this several times to find out about occupations.

72. Career Resource Center

A. Don't know
B. Never used
C. Used once or twice
D. Used several times

73. Career Fair or Career Day

A. Don't know
B. Never used
C. Used once or twice
D. Used several times

74. Interview with a worker in a specific occupation

A. Don't know
B. Never used
C. Used once or twice
D. Used several times

75. Guidance Counselor

A. Don't know
B. Never used
C. Used once or twice
D. Used several times

76. Occupational Outlook Handbook (O.O.H.)

A. Don't know
B. Never used
C. Used once or twice
D. Used several times

77. Michigan Occupational Information System (M.O.I.S.)

A. Don't know
B. Never used
C. Used once or twice
D. Used several times

OBJECTIVE CODE: 9-2.4.1B

DIRECTIONS: Answer the following questions.

78. Which of the following have you done to learn about jobs and the work world?

A. I have had a paid job, either part-time or full-time.

B. I have worked as a volunteer on a non-paid job.

C. I have had both a paid job and volunteer work experience.

D. I have NOT had a paid job or volunteer work experience.

OBJECTIVE CODE: 9-4.7.2

79. Not counting video games, how often do you use a microcomputer (to write programs, solve problems, keep records, etc.) either at school or at home?

A. Almost every day

B. A few times each week

C. A few times each month

D. Rarely or never

80. If you had a choice of two jobs in the same field and for the same pay, which of the following would you choose?

A. The first job which requires the use of computers, with necessary training provided.

B. The second job which does NOT require the use of a computer.

C. Either job would be acceptable.

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Test Number
93

STUDENT ASSESSMENT BOOKLET

GRADE 10

CAREER DEVELOPMENT

Michigan Educational Assessment Program

Name _____
last first initial

Sex (circle one) M F

_____
School Name

Michigan State Board of Education

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MICHIGAN EDUCATIONAL ASSESSMENT PROGRAM

CAREER DEVELOPMENT, 1983

Scoring Guide for Grade 10, Form 93

	Obj. Code	
Item 1.	9-3.7.1	A = 2 plausible responses describing interests (as distinguished from specific skills or activities) B = 1 plausible response C = unacceptable or no response Acceptable: various academic related areas: math, science, english, etc.; career topics: drafting, electronics, architecture, medicine, etc.; others: working with people, sports, carpentry, computers, gardening, farming, etc.
Item 2.	9-3.7.2	A = 2 plausible responses describing abilities (listing skills as distinguished from interests) B = 1 plausible response C = unacceptable or no response Acceptable: mechanical ability, math skills, sports ability, problem solving, computer skills, carpentry, etc.
Item 3.	9-3.4.1	A = any reasonable career choice: 1 for first choice & 1 for other choice. B = only one total C = unacceptable or no response
Item 4.	9-3.4.2	A = check one of the boxes A through D B = no response

Obj. Code

Item 5. 9-3.6.1 A = check one box (A through L) that is plausible in relation to career choice

B = unacceptable or no response

		Career Choice	Response
Acceptable:	e.g.,	journalist	A. write & communicate well
		social worker	B. understand & help people
		carpenter	H. work with hands
		dancer	I. body movement & coordination
		(computer programmer--either D,E,F,K)	

Item 6. 9-3.6.2 A = check one box (A through F) that is correct response corresponding with career choice

B = unacceptable or no response

		Career Choice	Response
Acceptable:	e.g.,	physician	E. professional school
		plumber	B. apprenticeship
		cashier	A high school diploma
		computer operator	C. vocational training

Item 7. 9-3.6.3 A = check one box (A through K) that is plausible in relation to career choice

B = unacceptable or no response

Item 8. 9-3.6.4 A = check one box (A through K) that is plausible in relation to career choice

B = unacceptable or no response

Item 9. 9-3.6.4 A = check one box (A through K) that is plausible in relation to career choice

B = unacceptable or no response

	Obj. Code	
Item 10.	9-4.2.2 4.2.4	A = 1 response at each grade/year level (total of 3), that is plausible and denotes a viable step or plan B = total of 2 plausible responses and denotes a viable step or plan C = total of 1 plausible response and denotes a viable step or plan D = unacceptable or no response Acceptable: e.g., improve grades, study harder, take pre-requisite or college preparatory classes, apprentice, volunteer, get a job in related area, explore various career options, talk with vocational/guidance counselor re: careers, improve self-discipline, graduate, choice the right college, etc. Unacceptable: especially vague or irrelevant, or implausible step or plan, repetition of same step or plan phrased slightly different; e.g., do good, stay out of trouble.
Item 11.	9-4.2.3	A = plausible response indicating a hindrance to plans described in #10 B = unacceptable or no response Acceptable: poor grades, limited financial resources, not getting into college, limited demand for desired career, chance or accidental factors, etc.
Item 12.	9-3.8.1	A = acceptable choice of career in same/similar general area related to first career choice B = unacceptable, unrelated to first choice, or no response
Item 13.	9-3.8.1	A = plausible occupational choice that reflects some advanced standing or qualification in the field described by the first choice B = unacceptable, unrelated field, lateral or demotional move, or no response

Acceptable: e.g.,

1st Choice	Response
LPN	RN
computer operator	computer programmer
secretary	executive secretary

	Obj. Code	
Item 14.	9-3.4.1	A = check A, B, or C B = check D C = no response
Item 15.	9-3.4.3	A = any reasonable career choice B = unacceptable or no response
Item 16.	9-1.2.1	A = plausible response indicating self-improvement B = unacceptable or no response Acceptable: improve grades or study habits, etc; attitude; develop hobby, sports or artistic abilities; personality traits; physical appearance (e.g., lose weight) Unacceptable: learn to drive, get a job, etc.
Item 17.	9-1.2.1	A = plausible response showing relationship to answer for #16 and demonstrating some benefit to themselves B = unacceptable, unrelated, or no response Acceptable: e.g., #16: lose weight / improve study habits; #17: feel better about self / get into a good college
Item 18.	9-4.2.1	A = 3 plausible responses specifying steps or actions towards achieving goal stated in #16 B = 2 or 1 plausible response specifying steps or actions towards achieving goal stated in #16 C = unacceptable, unrelated, or no response Acceptable: e.g., #16: be less shy: - make effort to talk to more people - introduce myself to people at parties - join a social club, etc.

	Obj. Code	
Item 19.	9-4.2.4	This is a difficult question to score because it is so broad. Basically: A = any plausible answer indicating a reasonable period of time to realize their goal B = unacceptable or no response
Item 20.	9-2.3.1	A = plausible response indicating a responsibility related to either school, home and/or themselves B = unacceptable or no response Acceptable: (school) keeping up grades, studying, learning, being punctual, etc. (home) house chores, obeying parents, babysitting, keeping room clean, etc. (self) being honest, getting along with others, keeping up physical appearance/hygiene
Item 21.	9-2.3.2	NOTE: #21 & #22 are both related to response for Item #20: #21 describes the immediate consequences and #22, the long-term consequences when this responsibility (i.e., #20) is not met. #21 A = plausible response corresponding to #20--which indicates an immediate consequence (vs. long-term) B = unacceptable, unrelated, or no response

Acceptable:

	#20	#21
e.g.,	to get good grades	grades would go down, may get behind in coursework, get in trouble with parents, not learn the material.
	house chores	work wouldn't get done, punishment, house would get messy, get yelled at by parents

Unacceptable: (those responses indicating a strictly long-term consequence)

e.g., would flunk that year of school, wouldn't get into college, would develop bad habits, etc.

	Obj. Code	
Item 22:	9-2.3.2	NOTE: See #21

A = plausible response corresponding to #20 which indicates a long-term consequence of not following through on a responsibility

B = unacceptable, unrelated, or no response

	#20	#22
Acceptable:	e.g., do well in school	flunk the class, not get into college, not be qualified for a career; would be a lazy person, never develop my full potential, lose trust of others, etc.
Unacceptable:	behave myself	being grounded, none

Item 23. 9-1.1.10

A = plausible response indicating something they feel they should have learned, but have not yet learned, related to growth in independence

B = unacceptable or no response

Acceptable: e.g., various self-improvement topics--be less shy, be nicer to others, more assertive with others, accept self more, lose weight, improve physical appearance; various academic related topics--improve study skills, learn about computers, math, arts, sports, etc.

Unacceptable: trivial or clearly unrelated to growth

Item 24. 9-1.1.10

A = plausible response corresponding to answer in #23, indicating something that prevented them from learning

B = unacceptable, unrelated, or no response

Acceptable: e.g., not trying hard enough, poor self-discipline, lack of opportunity, poor self-esteem, familial pressures, lack of confidence in abilities, etc.

Item 25. 9-1.1.10

A = plausible response corresponding to answer in #23, indicating a plan or action which could help them learn now

B = unacceptable, unrelated, or no response

Acceptable: e.g., change attitude, be more responsible or self-disciplined, take class related to this, read about it, get help from others, practice, etc.

Obj. Code

Item 26. 9-4.1.4 A = 2 (or more) responses, one of which clearly recognizes that Pat's problem was caused by unclear communication and a last minute request. (1 must be a Level I response)

B = 1 Level I or Level II response, or 2 (or more) Level II responses

C = unacceptable or no response

LEVEL I:

1. Stated directly and precisely what she expected and needed of others.
2. Contracted with people to help, signed them up, picked or assigned people so that their responsibility to show up was clear.
3. Started recruiting for help earlier.

LEVEL II:

1. Notified more people--had a larger volunteer base.
2. Planned more effectively, organized some system to delegate tasks and responsibilities.
3. been more persuasive (vs. coercive or threatening) in asking for help.
4. general statements about having put more effort.
5. provided rides to the game, other incentives (not bribes) for helping.

Acceptable Responses:

Level I: had people sign up, organized a group of helpers, had a class discussion and voted on who was going to be picked, written contract, let people have more notice instead of one day. Did'nt ask--he just said that he needed help!, assigned people to help, he should have made sure that they would be there.

LEVEL II: did't put enough effort to it, have been more efficient, have outside help, stress the situation a little bit more at the meeting, have more volunteers, ask them yourself.

Decide whether Level I or Level II:

-- pick responsible people, he should have picked someone
-- asked teachers, parents, family to help

Unacceptable: don't volunteer anymore, offer to pay them, showed stress, not opened the booth, shut his mouth, told them they would have no special favors, hired someone, (any threatening or coercive tactic)

DIRECTIONS

The purpose of this test is to find out what things you have thought about that will help you to make a good career choice for yourself when you are older. Because this test is about YOU, there are no right or wrong answers to the questions. The correct answer would be what is TRUE FOR YOU.

Be sure you understand all the directions before you begin. You will have as much time as you need to finish the test. Answer each question to the best of your ability. Do not worry about spelling or grammar.

You will be writing your answers in this test booklet. Look at this sample:

SAMPLE 1: Give some reasons why drivers should follow the speed limit.

To save gas.
It is safer.
So they won't get a ticket

Write or print neatly so that your answers can be read. Use a pencil, do not use a ball-point pen. If you change your answer, erase your first answer completely.

Now, begin the test.

OBJECTIVE CODE: 9-3.7.1, 3.7.2

DIRECTIONS: Answer the following questions.

1. One way that people look at possible careers for themselves is by thinking of their interests, or what they like to do. What are two things you like to do?

   A. _____

   B. _____

2. Another way people look at careers is by thinking of what things they do well or are good at. What are two abilities that you have?

   A. _____

   B. _____

OBJECTIVE CODE: 9-3.4.1, 3.4.2, 3.6.1

3. What are the careers you are thinking of now? Write down your first choice, then your other choices. You may refer to the list of occupations given on the next page.

   First career choice: _____

   Other career choices: _____

   _____

4. What is likely to happen to your <u>first career choice</u>? Check the box next to your answer.

   ☐ A. it will change

   ☐ B. it may change as I grow older

   ☐ C. it may change, but I'm pretty sure it will stay the same

   ☐ D. I am definite that it will not change

OCCUPATIONS IN CAREER CLUSTERS

I. BUSINESS SALES & MANAGEMENT

1. Administrator
2. Auto Salesperson
3. Banker
4. Builder
5. Fashion Model
6. Insurance Agent
7. Public Relations Expert
8. Purchasing Agent
9. Real Estate Agent
10. Retail Salesworker
11. Small Business Owner
12. Stockbroker
13. Store/Hotel/Business Manager
14. Travel Agent

II. BUSINESS OPERATIONS

15. Accountant
16. Bank Teller
17. Bookkeeper
18. Cashier
19. Computer Operator
20. Receptionist
21. Secretary
22. Stock Clerk
23. Typist

III. TRADES, CRAFTS, & INDUSTRIES

24. Animal Caretaker
25. Auto Mechanic
26. Bricklayer
27. Building Trades/Construction
28. Carpenter
29. Chef
30. Cosmetologist
31. Delivery Truck Driver
32. Farmer
33. Electrician
34. Gardener
35. Heating/Cooling Repairperson
36. Machinery Operator
37. Machinist
38. Painter
39. Plant Nursery Worker
40. Rancher
41. Seamstress/Tailor
42. Service Station Attendant
43. Truck/Bus Driver

IV. TECHNOLOGIES

44. Air Traffic Controller
45. Computer Programmer
46. Draftsperson
47. Electronic Technician
48. Engineer
49. Pilot
50. Surveyor

V. NATURAL & SOCIAL SCIENCES

51. Agricultural Scientist
52. Biologist
53. Botanist
54. Chemist
55. Ecologist
56. Fish & Wildlife Scientist
57. Forester
58. Geologist
59. Lawyer
60. Mathematician
61. Physicist
62. Psychologist
63. Sociologist/Anthropologist

VI. HEALTH SCIENCES & SERVICES

64. Child Care Worker
65. Dental Hygienist
66. Dentist
67. Medical Technologist
68. Nurse
69. Nutritionist
70. Optometrist
71. Paramedic
72. Pharmacist
73. Physical Fitness Expert
74. Physical Therapist
75. Physician
76. Psychiatrist
77. Veterinarian
78. X-Ray Technician

VII. CREATIVE & APPLIED ARTS

79. Actor/Actress
80. Architect
81. Artist
82. Author
83. Dancer
84. Fashion Designer
85. Interior Decorator
86. Musician
87. Photographer
88. Reporter/Journalist/Newscaster
89. Singer

VIII. SOCIAL & PERSONAL SERVICES

90. Coach
91. Counselor
92. Firefighter
93. Flight Attendant
94. Foreign Service Officer
95. Librarian
96. Minister
97. Police Officer
98. Social Worker
99. Teacher
100. Waiter/Waitress

OBJECTIVE CODE: 9-3.6.1

DIRECTIONS: The questions that follow are about your first career choice. In the blank below, write the occupation that you are presently considering as your first career choice.

first career choice: _____

5. Which of the following skills and abilities is MOST IMPORTANT for this occupation? (Check only one from the list below.)

- ☐ A. write and communicate well
- ☐ B. understand and help people
- ☐ C. persuasion and sales
- ☐ D. work with numbers and computation
- ☐ E. solve logical and mathematical problems
- ☐ F. think and solve problems scientifically
- ☐ G. clerical speed and accuracy
- ☐ H. work with hands
- ☐ I. body movement and coordination
- ☐ J. artistic
- ☐ K. creative thinking
- ☐ L. other (specify) _____

OBJECTIVE CODE: 9-3.6.2

6. What education or training is required for this occupation? (Check only one from the list below.)

- ☐ A. high school diploma or GED
- ☐ B. on the job training or apprenticeship
- ☐ C. vocational (including community college) or technical training beyond high school
- ☐ D. Bachelor's Degree (four years of college education)
- ☐ E. professional or graduate level (more than four years of college)
- ☐ F. other (specify) _____

OBJECTIVE CODE: 9-3.6.3

7. Which of the following worker traits is MOST IMPORTANT in this occupation? (Check only one from the list below.)

- ☐ A. leadership (directing others)
- ☐ B. independence (self-direction)
- ☐ C. human relations (understanding, helping)
- ☐ D. persuasiveness (influencing others)
- ☐ E. team work (working together)
- ☐ F. accuracy (precision work)
- ☐ G. routine (repetitive work)
- ☐ H. conformity (following orders)
- ☐ I. variety (changing tasks)
- ☐ J. stress (high pressure work)
- ☐ K. Other (specify): _____

OBJECTIVE CODE: 9-3.6.4

8. Which of the following is MOST characteristic for this occupation?

- ☐ A. mostly INSIDE work
- ☐ B. mostly OUTSIDE work
- ☐ C. both INSIDE and OUTSIDE work
- ☐ D. I do not know

OBJECTIVE CODE: 9-3.6.4

9. Which of the following will you work with MOST in this occupation?

- ☐ A. THINGS (machines, tools, or equipment)
- ☐ B. PEOPLE (people you help, serve or sell things to)
- ☐ C. IDEAS (theories, words, equations, or music)
- ☐ D. DATA (handling information, records, money)

OBJECTIVE CODE: 9-4.2.2, 4.2.3, 4.2.4

DIRECTIONS: Whether or not you are sure about your career choices, answer the following questions as though your FIRST choice is your career goal.

10. Think of a plan to reach your career goal. List one important step in this plan for each year ahead of you on the lines below:

10th grade: _____

_____

_____

11th grade: _____

_____

_____

12th grade: _____

_____

_____

11. What do you think are the biggest obstacles (things in the way) that will hinder you from reaching this career goal?

_____

_____

_____

OBJECTIVE CODE: 9-3.8.1

DIRECTIONS: Answer the following questions about your FIRST career choice.

12. If you do not complete all the education or training needed to reach your first career goal, what similar occupations (in the same field) could you go into?

_____

_____

OBJECTIVE CODE: 9-3.8.1

DIRECTIONS: Answer the following questions about your FIRST career choice.

13. What occupations would you qualify for if you take additional training in this field?

OBJECTIVE CODE: 9-3.4.1, 3.4.3

DIRECTIONS: Answer the following questions.

14. When did you first begin to think about what to become when you grow up? (Check only one.)

- ☐ A. while in elementary school
- ☐ B. while in middle or junior high school
- ☐ C. this year
- ☐ D. I have not thought about it yet

15. What were the careers you thought of for yourself when you were younger?

OBJECTIVE CODE: 9-1.2.1, 4.2.1, 4.2.2, 4.2.4

DIRECTIONS: Answer the following questions.

16. What is something you want to improve about yourself?

17. How could this help you?

18. List three or four things you can do to make this improvement.

A.

B.

C.

D.

19. How long do you think it would take to make all these changes?

OBJECTIVE CODE: 9-2.3.1, 2.3.2

20. Young people have responsibilities in school, at home, and to themselves. What is an important responsibility that you have?

21. Describe what the immediate consequences are when this responsibility is not met.

OBJECTIVE CODE: 9-2.3.1, 2.3.2

22. Describe what the long-term consequences are when this responsibility is not met.

_____

_____

_____

OBJECTIVE CODE: 9-1.1.10

23. If you look back at the last several years of your life, you can probably see many things that you learned which helped you to grow up. What is something which you feel you should have learned that you have not yet learned?

_____

_____

_____

24. What do you think prevented you from learning this?

_____

_____

_____

25. What do you think will help you to learn this now?

_____

_____

_____

OBJECTIVE CODE: 9-4.1.4

DIRECTIONS: Think of the best solutions to the following situation and write them below.

26. The tenth grade class is trying to raise money and Pat has volunteered to be in charge of the concession booth at the game on Friday. Pat told several friends that help was needed. At the class meeting on Thursday, Pat announced that some people may be needed to help with the booth. On Friday night at the game nobody showed up to help in the concession booth.

What are two or more things that Pat could have done to avoid this problem?

A. _____

_____

_____

B. _____

_____

_____

C. _____

_____

_____

MICHIGAN STATE BOARD OF EDUCATION
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